

VISIT...

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Tutor Teaching Tips

Repeated Reading • T-2

MATERIALS

Reading
Passage:
Part 1 (2 copies)

Timing device;
Graph

Reading
Passage:
Part 2 (2 copies)

Game cards;
Game board;
Markers

Introducing the Passage



5 minutes

Read part 1 of the passage *Cowboys* to provide a model of fluent reading. Read with expression at a normal reading pace, taking about one minute to read the passage.

Give the child a copy of the passage. Read the passage again, having the child read along with you. If he/she has difficulty reading along, slow the pace or read a small chunk (one or two sentences), and then have the child read that chunk with you. Continue reading smaller chunks until you and the child have read the entire passage. Read the entire passage with the child one or two more times.

Building Fluency



5–10 minutes

Have the child read the passage out loud while you time him/her for one minute. As the child reads, place a check mark on your copy of the passage over each word that he/she misreads. If the child pauses for three seconds, tell him/her the word and mark it as an error. Do not correct errors during the reading. After one minute, tell the child to stop. Circle the last word the child read. Help the child plot the number of words read on the graph. The goal is 130 words per minute at at least 90% accuracy.

Discuss errors once the child has completed the reading. Discuss word-attack strategies such as sounding out parts of words, looking for smaller words or recognizable chunks within larger words, and thinking about how the meanings of words relate to other parts of the text.

Do not exceed more than four independent readings of a passage in a single session. If the child seems to have too much difficulty, drop to a lower level during the next tutoring session.

Checking for Understanding



5 minutes

Ask the child to retell the passage. Look for detail in his/her retelling. Give the child time to respond independently. If needed, prompt with the following questions:

What is a cowboy's job? (round up cattle and herd them to nearest railroad station to be sold)

What did the cook do? (drove chuck wagon, acted as doctor, cooked)

What was the job of a wrangler? (took care of the extra horses)

If time permits, repeat the steps above using part 2 of the passage, *Cowboys*.

Optional Activity



5–10 minutes

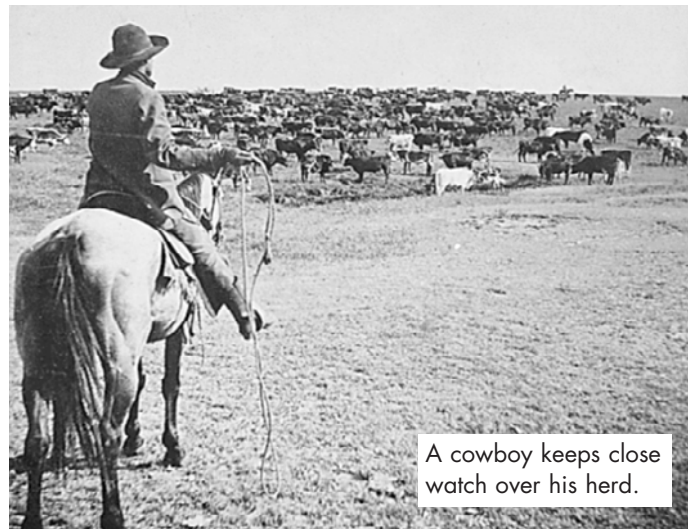
PLAYING A WORD GAME: Stack the game cards word side up. Have the child draw a card, read the word, and decide whether it is a noun, verb, adjective, or adverb. Have the child check the answer on the back of the card. If the child is correct, he/she can move the number of spaces along the game board indicated on the card. If the child is incorrect, he/she cannot move. Have the child place the card at the bottom of the stack. It is now your turn to draw a card.

Part 1

Cowboys were workers who performed a tough, dangerous, and 9
 exhausting job. They gathered up all the cattle from a ranch and 21
 herded them hundreds of miles to the nearest railroad station to be 33
 sold. These journeys were called cattle drives. 40

About 2,500 cattle and 15 to 20 cowboys went on a typical cattle 53
 drive. This included the trail boss, who was the leader of the drive. 66
 He was responsible for deciding the price of the cattle at the 78
 railroad station. 80

The cook, who often served as the drive's doctor, drove a chuck 92
 wagon filled with food, supplies, medicine, and other goods. Even 102
 though he did not handle cows or horses, the cook was a highly 115
 respected member of the crew. He was often African-American. 125
 A wrangler, usually a teenage boy, kept track of the extra horses. 137
 Cowboys needed to switch horses when the horses became tired, 147
 sick, or hurt. 150



A cowboy keeps close watch over his herd.

Part 2

New cowboys, or greenhorns, rode behind the herd. This was the 11
 worst place to be. The cows kicked up lots of dust and left piles of 26
 smelly dung behind. The trail boss and the cook rode ahead of the 39
 herd, searching for the next night's campsite. The cook set up camp 51
 and began dinner while the cattle followed behind. 59

Cowboys often rode 16 hours a day through rain, storms, and 70
 terrible heat. The cowboys' hats kept sun and rain off their faces. 82
 Cowboy boots sat comfortably in the stirrups and protected the 92
 cowboy's ankles from biting insects, scorpions, and snakes. 100

At night, at least two cowboys always stood guard. They watched 111
 for wild animals, such as wolves or coyotes, and for any human 123
 thieves or attackers. The last late-night watch would wake the cook, 135
 who would begin breakfast, and the drive would move again. 145



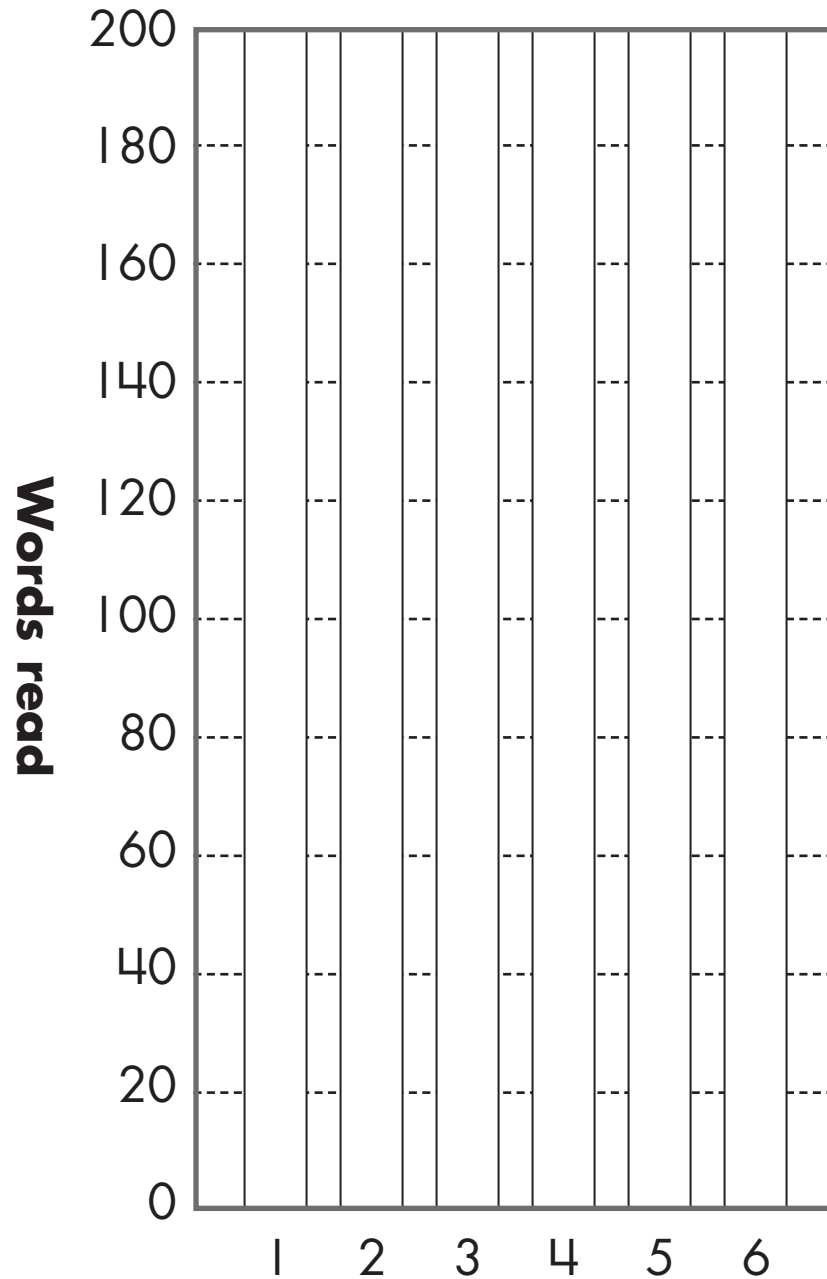
Cowboys eat a meal around the chuck wagon.

Fluency

Repeated Reading Bar Graph

Lesson T-2

Name _____ Date _____



Number of errors: _____

1 2 3 4 5 6

Directions: These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Fluency

 Game Cards (FRONT)

Lesson T-2

tough

dangerous

exhausting

nearest

typically

highly

usually

often

cowboys

leader

medicine

supplies

handled

served

performed

gathered

Directions: These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Fluency

 Game Cards (BACK)

Lesson T-2

adjective

1

adjective

1

adjective

2

adjective

3

adverb

5

adverb

5

adverb

5

adverb

4

noun

2

noun

3

noun

3

noun

2

verb

4

verb

3

verb

4

verb

2

